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ABSTRACT

This annual report highlights many recent achievements in the Educational Resources Information Center (ERIC) system. The ERIC system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and three supporting service components. ERIC is sponsored by the United States Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC database now contains more than 920,000 records of education documents and journal articles, including abstracts of more than 6,000 published books. ERIC is accessible from virtually anywhere in the world. In 1996, ERIC distributed more than 1.4 million copies of their publications. ERIC works cooperatively with other organizations to reduce duplication of efforts and ensure cost-effective service. More than 500,000 copies of ERIC-produced publications were distributed by other organizations in 1996. Highlights, with illustrations, include an overview of the ERIC Database, user services, and ERIC publications and products; accessibility; ERIC Clearinghouses' 1996 Bestsellers; electronic communication; web site users; partnerships; an ERIC system directory; the ERIC Document Reproduction Service (EDRS) electronic ERIC resources; online ERIC document delivery; document availability; digital collections; products and services; clearinghouse and support component highlights; the ERIC budget; and the future outlook. (AEF)

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ED 411 781

Summarizing the Recent Accomplishments of

ERIC ANNUAL REPORT 1997

the Educational Resources Information Center

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Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
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IR 018 458

Educational Resources Information Center • National Library of Education
Office of Educational Research and Improvement • U.S. Department of Education

ERIC MISSION, AUDIENCE, GOALS

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information on practice in the activities of learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers and professors; school and college administrators, counselors, media staff, and support personnel; educational researchers; educational policymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and the business community, as they relate to education.

Goals for ERIC by the year 2000:

- Easy, affordable access to ERIC resources from every school, library, household, and point of educational decision making;
- Expansion of ERIC's database and services to make useful information available to all categories of users;
- Expansion of the ERIC information-synthesizing function to include a greater variety of publications and to utilize a greater variety of dissemination methods;
- Delivery of documents in full-text electronic format, as well as in microfiche and paper forms; and
- Further development of ERIC access on the Internet, including the development of virtual libraries and World Wide Web (WWW) sites.

Educational Resources Information Center
Keith Stubbs
Director

National Library of Education
Blane Dessy
Executive Director

Office of Educational Research and Improvement
Ricky T. Takai
Acting Assistant Secretary

U.S. Department of Education
Richard W. Riley
Secretary

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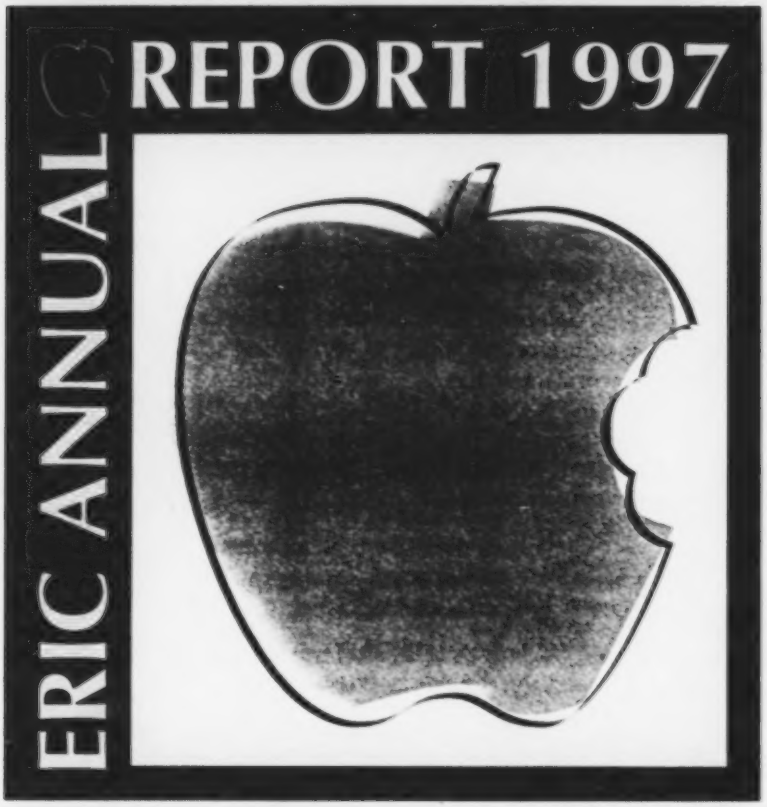
Fall 1997

Summarizing the Recent Accomplishments of



the Educational Resources Information Center

Educational Resources Information Center • National Library of Education
Office of Educational Research and Improvement • U.S. Department of Education

1996–97 ERIC Highlights

ERIC offers rich education resources.

- The ERIC database now contains more than 920,000 records of education documents and journal articles, including abstracts of more than 6,000 published books.
- More than 900 journals are indexed in the ERIC database, some cover-to-cover and others on a more selective basis.
- ERIC ensures the timely addition of high-quality materials through acquisition arrangements with 2,100 universities, research centers, professional organizations, and federal and state agencies.
- Each year, ERIC Clearinghouses produce more than 250 high-quality publications that address such important topics as year-round schools, second-language learning, and school-to-work transition.

ERIC is accessible from virtually anywhere in the world.

- Four private online database vendors and five CD-ROM vendors offer the ERIC database. The ERIC database is also accessible on the Internet at several university library online public access catalogs and several ERIC Web sites (*http://www.aspensys.com/eric/searchdb.html*).
- More than 1,000 institutions in 27 countries provide access to the ERIC database, ERIC documents on microfiche, and other ERIC resources.
- The ERIC system maintains a network of award-winning Internet sites (including AskERIC, an electronic question-answering service and virtual library begun in 1992), all linked through one systemwide site (*http://www.aspensys.com/eric*).
- The ERIC Document Reproduction Service now provides on-demand electronic delivery of many ERIC documents (*http://edrs.com*).

ERIC is responsive to customers.

- ERIC staff answered more than 60,000 toll-free calls, 38,000 letters, and 55,000 e-mail questions in 1996.
- More than 500,000 individuals use ERIC's continually updated Internet sites each week.
- ERIC fosters communication on such topics as parenting, early childhood education, independent schools, and school library and media services through 26 listservs, which are hosted by 7 ERIC Clearinghouses and have a total subscriber base of 19,730.
- ERIC Clearinghouses and support components distributed more than 1.4 million copies of their publications in 1996.

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ERIC cooperates with other organizations to reduce duplication of efforts and ensure cost-effective service.

- Four hundred partner organizations promote ERIC, disseminate ERIC information through their newsletters and journal articles, help build the database, and undertake joint projects. In return, these partner organizations receive expedited handling of information requests, advance notification and discounts on publications, and technical assistance and support.
- ERIC looks to the private sector to provide database access, document and article delivery, and publishing services. Such relationships enable ERIC to provide enhanced products and services at no additional cost to the government or to taxpayers.
- More than 500,000 copies of ERIC-produced publications were distributed by other organizations in 1996.

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A Brief Overview of ERIC

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and 3 supporting service components. ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education.

ERIC has been an important component of the national education dissemination system for 30 years, ensuring that education information reaches those who need it, including teachers, administrators, and parents.

The ERIC Database

The ERIC database is the world's largest education database. Created in 1966 to capture and make available the "fugitive" education research, the database now includes nearly 1 million records. The ERIC database consists of two files: *Resources in Education (RIE)*, which covers research reports, curriculum guides, conference papers, program descriptions, books, and other documents; and *Current Index to Journals in Education (CIJE)*, which covers articles from more than 900 education-related journals. Overall, the ERIC database through 1996 contained 391,305 document records and 528,867 journal article records, a total of 920,172 bibliographic records. Each year, ERIC adds approximately 13,000 document records and 20,000 article records to the database. ERIC now has acquisition arrangements with more than 2,100 organizations that submit documents for the database.

The database is available in print, online (Internet, commercial services, and locally mounted systems), and on CD-ROM. There are now four online and five CD-ROM vendors who offer access to the entire ERIC database or certain portions of it. A number of organizations purchase the ERIC database, including many universities that offer the database on their online public access catalogs. In addition, many of these organizations grant public access to the database on their systems via the Internet. More than 1,000 institutions around the world provide access to the database and the microfiche collection of ERIC documents.

User Services

ERIC is committed to providing easy access to resources to anyone who is interested in education. ERIC staff receive and answer requests via toll-free phone calls, fax, mail, e-mail, and in-person visits to clearinghouses and ERIC exhibits at conferences (see chart on page 5).

The ERIC system responds to user requests by providing answers to queries; sending materials such as ERIC Digests, newsletters, and bibliographies; searching the ERIC database or the reference and referral databases produced by ACCESS ERIC; and providing referrals to other education-related organizations.

How Users Contacted ERIC Components					
	1992	1993	1994	1995	1996
Letters	56%	46%	37%	12%	3%
Phone	33%	28%	18%	8%	4%
Electronic	4%	19%	41%	78%	93%
Visits	7%	7%	4%	2%	<1%

ERIC Clearinghouses keep records on the types of users who contact them for information. The chart below shows the percentages of several types of users; however, it is important to note that these statistics are based primarily on people who call, write, or visit. It is difficult to capture data on the thousands of users who send e-mail requests, visit ERIC exhibits at conferences, search the ERIC database, or obtain ERIC information on the Internet, so many of these users are categorized as "General Public."

Types of Users Who Contacted ERIC Clearinghouses in 1996	
General Public	26%
Postsecondary Faculty and Students	25%
Elementary/Secondary Faculty and Students	25%
Other Professionals	7%
Government Agency Staff	7%
Librarians	6%
Parents	4%
Journalists	<1%

Since 1992 the award-winning AskERIC electronic question-answering service *(askeric@askeric.org)* has responded to nearly 100,000 questions about the practice of education. A team of AskERIC information specialists at the ERIC Clearinghouse on Information & Technology respond to e-mail requests within 48 hours by providing users with ERIC database searches, ERIC Digests, and Internet resources. Questions that require subject expertise are forwarded to information specialists at the ERIC Clearinghouses who respond directly to the customers. The personalized service allows the AskERIC staff to interact with the user and to provide relevant education resources tailored to the user's needs.

Publications and Products

The ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, state-of-the-art studies, interpretive studies of high-interest topics, digests, and other publications that meet the information needs of the wide spectrum of ERIC users. Each year, the clearinghouses produce approximately 250 publications. These publications are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the notice they receive from the field. Many publications are the result

ERIC ANNUAL REPORT 1997

The ERIC Clearinghouses' 1996 Bestsellers

Adult, Career, and Vocational Education: *Tech Prep Q & A: Information for Program Development*

Assessment and Evaluation: *Legal Issues in Testing, Measures for Adult Literacy Programs,* and *Understanding Achievement Tests*

Clinical Schools: *Professional Development Schools: A Directory of Projects in the United States,* Second Edition

Community Colleges: *The American Community College*

Counseling and Student Services: *Career Transitions in Turbulent Times*

Disabilities and Gifted Education: *Language Minority Students with Disabilities*

Educational Management: *School Leadership: Handbook for Excellence*

Elementary and Early Childhood Education: *Reflections on the Reggio Emilia Approach* and *The Project Approach Catalog*

ESL Literacy Education: *Approaches to Adult ESL Literacy Instruction*

Higher Education: *Tenure, Promotion, and Reappointment: Legal and Administrative Implications* and *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*

Information & Technology: *Helping with Homework: A Parent's Guide to Information Problem Solving* and *The Bread & Butter of the Internet: A Primer and Presentation Packet for Educators*

International Civic Education: *Resources on Civic Education for Democracy: International Perspectives,* Yearbook No. 1

Languages and Linguistics: *Cooperative Learning: A Response to Linguistic and Cultural Diversity* and *ESL Through Content Area Instruction*

Law-Related Education: *Resources on Law-Related Education. Documents and Journal Articles in ERIC,* Yearbook No. 3

Reading, English, and Communication: *Boost Family Involvement—How To Make Your Program Succeed Under the New Title I Guidelines*

Rural Education and Small Schools: *Just Beyond the Classroom: Community Adventures for Interdisciplinary Learning*

Science, Mathematics, and Environmental Education: *Rethinking Portfolio Assessment: Documenting the Intellectual Work of Learners in Science and Mathematics*

Social Studies/Social Science Education: *Constitutional Rights of Juveniles and Students: Lessons on Sixteen Supreme Court Cases*

Teaching and Teacher Education: *The Case of Columbus, New Mexico: Educational Life on the Border* and *The Case of Deming, New Mexico: International Public Education* (video cases with print guides)

Urban Education: *Taking Stock: The Movement to Create Mini Schools, Schools-Within-Schools, and Separate Small Schools*

U.S.-Japan Studies: *Teaching About Japan: Lessons and Resources*

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of partnerships between ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations.

The ERIC support components produce systemwide resources including *The ERIC Review*, a free journal that reports critical trends and issues in education and new ERIC developments; a series of Parent Brochures; directories of education-related conferences and information centers; and products that help people use ERIC.

Electronic Communication

The biggest news this year is that the ERIC Document Reproduction Service (EDRS) is now providing ERIC documents on demand in electronic image format (*http://edrs.com/*). A prototype collection of ERIC document images was available free of charge on the EDRS Web site early in 1997. This was followed by beta testing of a more extensive online delivery system. Customers are now able to purchase electronic copies of documents with copyright clearance from 1993 forward. In the future, all government-funded documents entered into the ERIC database from 1966 will be available (see pages 11–14 for more information).

ERIC is well known for its leadership in electronic communication. The ERIC system maintains a network of award-winning Internet sites, which are all linked through one systemwide site maintained by ACCESS ERIC (*http://www.aspensys.com/eric*). The Clearinghouse Highlights section of this report (see page 15) gives many examples of new offerings on ERIC Web sites. The fact that ERIC sites are regularly improved and updated has led to dramatic growth in their use, as indicated in the chart.

Growth in Weekly ERIC Web Site Users Since 1993	
1993	300 users per week
1994	13,000 users per week
1995	37,000 users per week
1996	300,000 users per week
1997	500,000 users per week

A conference on Families, Technology, and Education, hosted by ERIC and the National Parent Information Network, will be held October 30 through November 1, 1997. The conference will provide opportunities to reflect on the nature of current and emerging technologies (including the impact of the Internet, new telephone technologies, television, and other media) and on the ways they affect family life and the education of children.

The ERIC Clearinghouse on Information & Technology (ERIC/IT), creator of the popular AskERIC electronic question-answering service and virtual library, is working on two new special projects. The Gateway to Educational Materials (GEM) project will create an operational framework to provide "one stop, any stop" access to the thousands of lesson plans, curriculum units, and other educational materials that exist on Web and gopher sites across the Internet (*http://geminfo.org*). GEM will develop a standard way of describing educational materials and assemble those descriptions in a single union catalog, creating easy access regardless of where these materials are found on the Internet. ERIC/IT is also responsible for the Virtual Reference Desk project, which studies ways of improving how students, educators, and parents receive answers via the Internet and identifies tools (software, documents, etc.) and other resources that will improve the way services such as AskERIC, the MAD Scientist Network, and the Internet Public Library answer user questions.

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EDRS and the ERIC Processing and Reference Facility collaborated to develop a CD-ROM collection of ERIC documents for the National Library of Education. The CD-ROM product contains the bibliographic records of approximately 8,600 documents submitted by the National Educational Research and Development (R&D) Centers from 1966 to 1996 and full-text images of 5,300 R&D Center documents from 1980 to 1996.

ERIC is proud to be a catalyst in fostering dialog and information exchange through the creation and administration of electronic discussion groups. Seven clearinghouses and ACCESS ERIC host 26 listservs, which have a total subscriber base of more than 19,730 members.

Partnerships

ERIC has established more than 400 dynamic, mutually beneficial partnerships with institutions and organizations that are involved in collecting and disseminating information to the education community. These institutions include, but are not limited to, associations, government agencies and federally funded programs, universities, research firms, private corporations, and libraries.

Partner organizations have agreed to promote ERIC, disseminate ERIC information through newsletters and journals, enhance the ERIC database through the addition of documents, and encourage such joint projects as workshops and conferences. In turn, these organizations enjoy special benefits from their ERIC partners, such as expedited handling of their information requests, free or discounted ERIC publications, advance notice of materials distributed by the ERIC system, and technical assistance and support. By coordinating efforts with public and private partners, ERIC is able to provide enhanced products and services at no additional cost to the government or to taxpayers.

Major partners include those organizations that provide funding for the Adjunct ERIC Clearinghouses. Adjunct Clearinghouses and their sponsors are:

- **Child Care:** Child Care Bureau, Administration for Children, Youth and Families, U.S. Department of Health and Human Services
- **Clinical Schools:** Ford Foundation
- **Consumer Education:** National Institute for Consumer Education, Eastern Michigan University
- **Entrepreneurship Education:** The Center for Entrepreneurial Leadership, Ewing Marion Kauffman Foundation
- **English as a Second Language (ESL) Literacy Education:** U.S. Department of Education, Office of Educational Research and Improvement
- **International Civic Education:** Center for Civic Education
- **Law-Related Education:** American Bar Association's National Law-Related Education Resource Center
- **Service Learning:** National Service Learning Cooperative Clearinghouse, University of Minnesota
- **Test Collection:** Educational Testing Service
- **U.S.-Japan Studies:** Japan Foundation Center for Global Partnership

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ERIC System Directory

Federal Sponsor

The ERIC Program staff manage the ERIC system, coordinate systemwide activities, and establish ERIC system policies.

Educational Resources Information Center (ERIC)
National Library of Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208–5721
Phone: (202) 219–2289
E-mail: eric@inet.ed.gov
Web: http://www.ed.gov

Clearinghouses

Each of the 16 ERIC Clearinghouses specializes in a different subject area of education. The clearinghouses acquire significant literature within their particular scope; select the highest quality and most relevant materials; and catalog, index, and abstract these materials for input into the ERIC database. The clearinghouses also provide research summaries, bibliographies, information analysis papers, and many other products and services. The 16 clearinghouses combined present the most comprehensive mosaic of education information in the country.

Adult, Career, and Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Phone: (614) 292–4353;
(800) 848–4815
E-mail: ericacve@magnus.acs.ohio-state.edu
Web: http://coe.ohio-state.edu/cete/ericacve/index.htm

Assessment and Evaluation
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064–4035
Phone: (202) 319–5120;
(800) GO4–ERIC
E-mail: eric_ae@cua.edu
Web: http://ericae2.educ.cua.edu

Community Colleges
University of California at Los Angeles
P.O. Box 951521
Los Angeles, CA 90095–1521
Phone: (310) 825–3931;
(800) 832–8256
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services
School of Education
201 Ferguson Building
University of North Carolina at Greensboro
Greensboro, NC 27412–5001
Phone: (910) 334–4114;
(800) 414–9769
E-mail: ericcas2@dewey.uncg.edu
Web: http://www.uncg.edu/~ericcas2

Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191–1589
Phone: (703) 264–9474;
(800) 328–0272
TTY: (703) 264–9449
E-mail: ericec@cec.sped.org
Web: http://www.cec.sped.org/ericec.htm

Educational Management
5207 University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Phone: (541) 346–1684;
(800) 438–8841
E-mail: ppiele@oregon.uoregon.edu
Web: http://darkwing.uoregon.edu/~ericcem

Elementary and Early Childhood Education
University of Illinois at Urbana–Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820–7469
Phone: (217) 333–1386;
(800) 583–4135
E-mail: ericeece@uiuc.edu
Web: http://ericps.crc.uiuc.edu/ericeece.html
National Parent Information Network
Web: http://npin.org

Higher Education
The George Washington University
One Dupont Circle NW, Suite 630
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Phone: (202) 296–2597;
(800) 773–ERIC
E-mail: eriche@eric-he.edu
Web: http://www.gwu.edu/~eriche/

Information & Technology
Syracuse University
4–194 Center for Science and Technology
Syracuse, NY 13244–4100
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(800) 464–9107
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AskERIC E-mail: askeric@ericir.syr.edu
ERIC/AT Web: http://ericir.syr.edu/ithome
AskERIC Web: http://askeric.org

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Center for Applied Linguistics
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Washington, DC 20037–1214
Phone: (202) 429–9292;
(800) 276–9834
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

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Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408–2698
Phone: (812) 855–5847;
(800) 759–4723
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325–1348
Phone: (304) 347–0400;
(800) 624–9120
TTY: (304) 347–0401
E-mail: lanhamb@ael.org
Web: http://www.aelvira.org/erichp.htm

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Web: http://www.ericse.org

Social Studies/Social Science Education
Social Studies Development Center
Indiana University
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Bloomington, IN 47408–2698
Phone: (812) 855–3838;
(800) 266–3815
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Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
Phone: (202) 293–2450;
(800) 822–9229
E-mail: ericsp@inet.ed.gov
Web: http://www.ericsp.org

Urban Education
Teachers College, Columbia University
Main Hall, Room 303, Box 40
New York, NY 10027–6696
Phone: (212) 678–3433;
(800) 601–4868
E-mail: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Adjunct ERIC Clearinghouses are associated with the regular ERIC Clearinghouses but are more narrow in their focus. Each adjunct identifies and acquires significant literature within its focus area. The regular ERIC Clearinghouse with which the adjunct is associated then catalogs, indexes, and abstracts the documents for inclusion in the ERIC database. Like the 16 larger clearinghouses, the adjuncts provide free reference and referral services in their subject areas.

Child Care
National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Phone: (800) 616–2242
E-mail: agoldstein@acf.dhhs.gov
Web: http://ericps.crc.uiuc.edu/nccic/nccichome.html

Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
Phone: (202) 293–2450;
(800) 822–9229
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Web: http://www.aacte.org/menu2.html

Consumer Education
National Institute for Consumer Education
207 Rackham Building
Eastern Michigan University
Ypsilanti, MI 48197
Phone: (313) 487–2292
E-mail: rosella.bannister@emich.edu
Web: http://www.emich.edu/public/coe/nice

Entrepreneurship Education
The Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4900 Oak Street
Kansas City, MO 64112–2776
Phone: (301) 206–9549;
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E-mail: celcee@ucla.edu
Web: http://www.celcee.edu

ESL Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–1214
Phone: (202) 429–9292, Ext. 200
E-mail: ncle@cal.org
Web: http://www.cal.org/NCLE

International Civic Education
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
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Law-Related Education
Social Studies Development Center
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(800) 808–SERV
E-mail: serv@maroon.tc.umn.edu
Web: http://www.nicsl.coled.umn.edu

Test Collection
Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734–5737
E-mail: mhalpern@ets.org
Web: http://www.cua.edu/www/eric_ae/testcol.html

U.S.-Japan Studies
Social Studies Development Center
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Support Components

ERIC support components produce, publish, and disseminate system-wide ERIC products and services.

ACCESS ERIC
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Rockville, MD 20850
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Web: http://www.aspensys.com/eric

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7420 Fullerton Road, Suite 110
Springfield, VA 22153–2852
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Web: http://edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation
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Phone: (301) 497–4080;
(800) 799–ERIC
E-mail: ericfac@inet.ed.gov
Web: http://ericfac.piccard.csc.com

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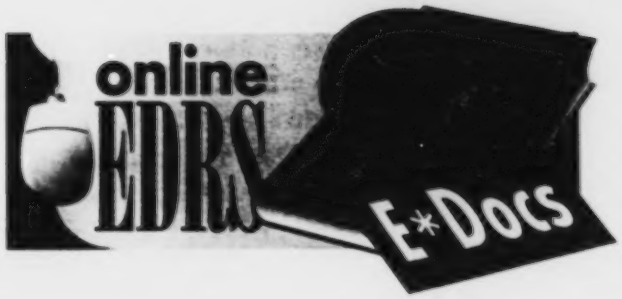
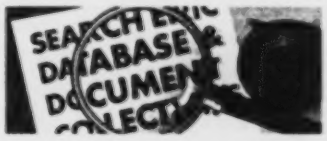
EDRS Introduces Electronic ERIC Resources

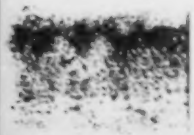


Delivery of documents in electronic format has been one of the greatest challenges to ERIC in recent times. In response to the changes in information technology that have taken place over the past decade, ERIC users have diversified the methods they use to access and acquire information. There is enormous demand from educators, information professionals, researchers, students, and parents for easy electronic access to the latest education literature. The document formats that ERIC has historically provided, microfiche and paper copy, served ERIC users well for 30 years, but they no longer meet all of today's user needs. The ERIC Document Reproduction Service (EDRS) is responding to the challenge with new products and services.

EDRS and the Information Technology Revolution

EDRS has initiated an information technology revolution that will forever change the ways that users obtain documents from ERIC. This revolution began in 1996, when cutting-edge technologies were implemented to digitize, store, and deliver ERIC documents. Concurrently, EDRS developed the necessary infrastructure systems to support its customer service and accounting departments—the internal functions that provide modernized customer ordering, accounting, and billing services. The EDRS World Wide Web site was enhanced to provide Internet users with access to the ERIC database (EDs only) through a user-friendly search engine. For the first time, ERIC users could search the ERIC database online and instantly order materials. To test the delivery capability of the Web site,





EDRS gave users the opportunity to download more than 100 ERIC documents free of charge in early 1997 and to register to help beta test the document ordering and delivery service starting in the summer of 1997.

EDRS is now routinely filling orders for users requesting ERIC documents electronically, but improvements will not stop at on-demand document delivery. Next on the agenda for EDRS are the development of online subscriptions for ERIC document collections and the development of specialized collections on CD-ROM.

Online ERIC Document Delivery

It's a reality—EDRS has introduced electronic delivery of ERIC documents. Internet users can now search the ERIC bibliographic database from their desktops; order documents in the same session; and request online delivery of recent, copyright-cleared documents through the EDRS World Wide Web site. Getting information from ERIC has never been easier or more cost effective. All you need is a modem or a similar direct connection to the Internet; Netscape Navigator or Internet Explorer version 3.0 or higher; a credit card or EDRS deposit account; and the EDRS Web site address *(http://edrs.com)*.

Document Availability

Approximately 80 percent of ERIC documents from 1993 to the present are available for online ordering and electronic delivery through the EDRS Web site. (For 10 percent of ERIC documents, EDRS has permission to provide microfiche copies only.) In the future, all government-sponsored documents from 1966 to the present will be available electronically.

Image Format

Electronic images of ERIC documents are available in Adobe Portable Document Format (PDF); the EDRS Web site provides links to the Adobe Acrobat Reader. Documents are delivered over the Internet via file transfer protocol (ftp).

Sign Up!

To receive ERIC documents online, access the EDRS Web site and register as directed. If you need help or have a question, our customer service representatives are available to assist you. To reach EDRS Customer Service, call toll free 1–800–443–ERIC or e-mail *service@edrs.com*.

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What's Ahead for EDRS?

Subscriptions

EDRS plans to offer electronic subscriptions of ERIC document collections within the coming year. The types of collections to be offered will meet the needs of a variety of libraries, including those at large research centers, colleges and community colleges, teacher research centers, individual schools, and public libraries. Institutions that use ERIC will find an array of selections available, from the full ERIC document collection and individual clearinghouse collections to highly specialized topical collections. Subscriptions will be available in both online and CD-ROM format; new technologies, such as high-density DVD-ROM, may also be available as they gain prevalence in the marketplace.

Digital Collections

Also slated for future development are stand-alone collections geared toward specialized audiences. EDRS will digitize ERIC documents on a variety of topics and will make them available to the public on CD-ROM. Topics and areas of interest for these specialized collections might include, but will not be limited to, areas such as Spanish language materials in ERIC, integration of the arts into school curricula, school improvement and restructuring, homeschooling resources, and teaching and learning materials for multicultural classrooms.

Continuous Improvements in Products and Services

EDRS is committed to providing ERIC users with the highest quality of ERIC information products and services. As technologies evolve and user needs change, EDRS will adapt its existing equipment, communications links, and other automation and service areas to better serve the public. EDRS is continually seeking new ways to improve its services and new products to satisfy the information needs of ERIC users. However, one thing never changes—a commitment to customer service. The lines of communication are always open, and you can contact EDRS with questions, comments, or suggestions for future improvements.

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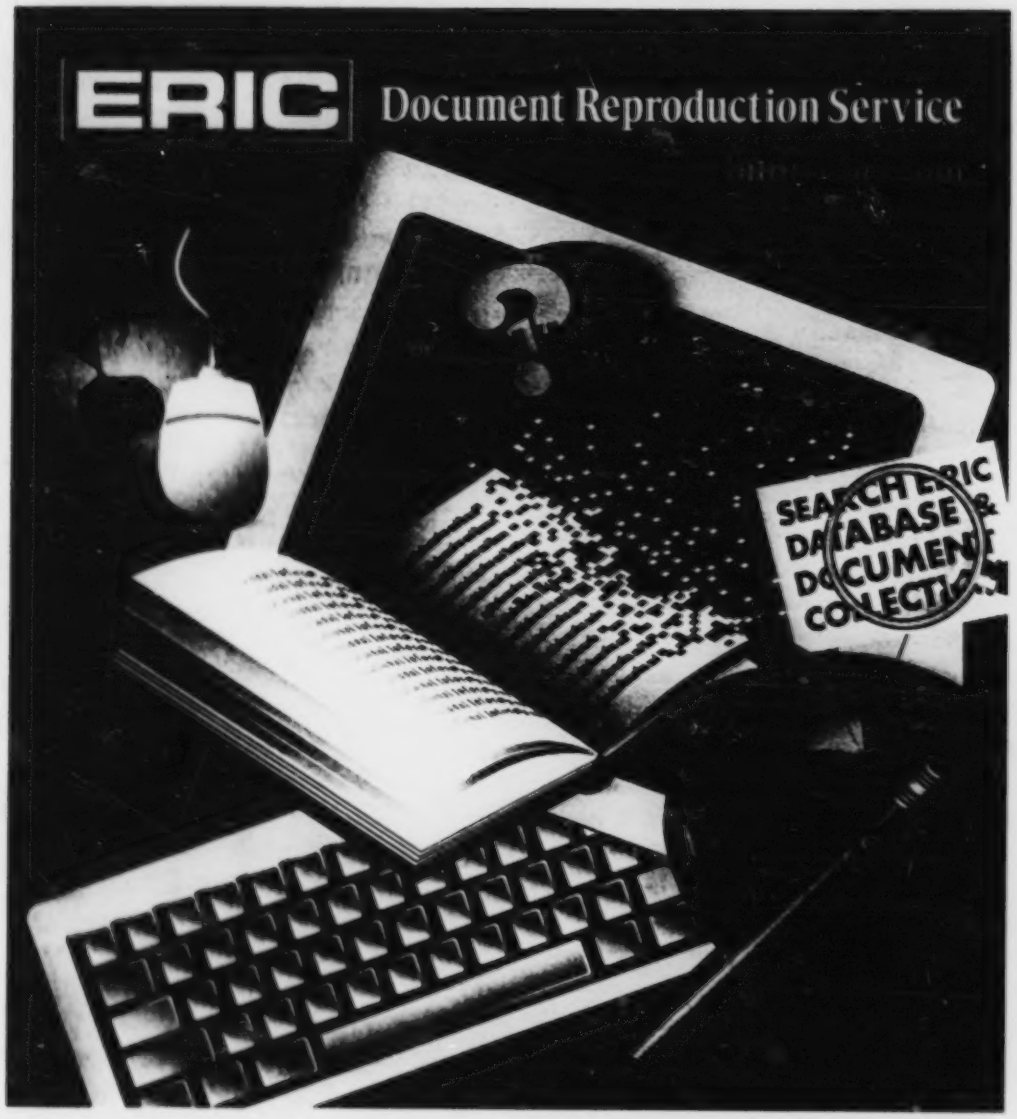

Operated by:

DynEDRS, Inc., a subsidiary of DynCorp Information & Engineering Technology

- **Products and Services:**
  ERIC document collections in microfiche (collections in electronic formats are forthcoming)
  On-demand delivery of ERIC documents in paper, microfiche, and digital formats

- **Hours of operation:**
  8 a.m.–6 p.m. Eastern Standard Time to speak to a customer service representative
  Fax-back and voice-back services are available after hours

- **Customer Service:**
  Toll-free number: 1–800–443–ERIC (3742)
  Local number: 703–440–1400
  Fax: 703–440–1408
  E-mail: service@edrs.com
  World Wide Web: http://edrs.com

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Clearinghouse Highlights

The 16 ERIC Clearinghouses perform many activities, including building the ERIC database, providing user services, producing and distributing publications, performing system maintenance and improvement, and engaging in special projects. This section of the report highlights selected projects and activities among the clearinghouses in 1996–97.

Adult, Career, and Vocational Education

- Collaborated with ACCESS ERIC to produce the Spring 1996 *ERIC Review* on School-to-Work Transition *(http://www.aspensys.com/eric/ter/stw/)*.
- Produced 26 free products, including 12 ERIC Digests, 8 Trends and Issues Alerts, 3 Myths and Realities, and 2 bookmarks. Nearly 55,000 copies of no-cost products were distributed by the clearinghouse, and an additional 15,000 copies were distributed by other organizations using camera-ready copy provided by the clearinghouse. The products were also posted on the clearinghouse Web page *(http://coe.ohio-state.edu/cete/ericacve/index.htm)*, and many more individuals accessed them through this medium. Because of the number and types of brief products produced by the clearinghouse, its staff have received a number of very positive comments about its "information-rich" Web page.

Assessment and Evaluation

- Created a smart, interactive system for searching the ERIC database online: the Search ERIC Wizard *(http://ericae2.educ.cua.edu)*. Wizard uses the *ERIC Thesaurus* to help patrons design their searches and allows patrons to save their search strategies.
- Works very closely with the American Educational Research Association (AERA), provides all of the searchable databases for the association's Web page, and serves as a co-Webmaster. AERA provides the clearinghouse with directories. The ERIC Reproduction Release Form was on the inside back cover of the AERA's 1997 annual meeting program.

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Community Colleges

- Produced the third edition of *The American Community College*, by Arthur M. Cohen and Florence B. Brawer (San Francisco: Jossey-Bass, 1996). This completely revised and updated version includes new, pertinent data on students, faculty, instruction, and curriculum; a new chapter on research; and a chapter on the future of the community college and its changing function in relation to other institutions of higher learning.
- Hosted a meeting of the National Library of Education's Advisory Task Force at the University of California at Los Angeles in July 1996.
- Substantially revised the clearinghouse Web site *(http://www.gseis.ucla.edu/ERIC/eric.html)* to improve user access to links and to enhance the site's visual presentation. In response to user requests, electronic versions of the quarterly newsletter were made available in the Virtual Library, which also contains electronic versions of clearinghouse publications as well as citations of important monographs in the community college field.

Counseling and Student Services

- Developed six virtual libraries that are located on the clearinghouse Web site *(http://www.uncg.edu/~ericcas2/libhome.htm)*. The Virtual Library of Career Development Resources was developed in collaboration with the National Occupational Information Coordinating Committee and has been received enthusiastically by participants at conferences where it was demonstrated. The other five virtual libraries are: (1) school violence, (2) substance abuse, (3) student achievement and learning, (4) school-to-work transition, and (5) cultural diversity in education.
- Collaborated with the ERIC Clearinghouse on Higher Education to co-host an exhibit and produce a joint publication for the American College Personnel Association/National Association of Student Personnel Administrators convention, which was held in Chicago in March 1997. The publication is called *Strengthening Learning for Students: Student Affairs Collaborations and Partnerships.*

Disabilities and Gifted Education

- Received funding from the Office of Special Education Programs (OSEP) to work with the ERIC Clearinghouse on Elementary and Early Childhood Education and the University of Illinois for the Research Institute on Culturally and Linguistically Appropriate Services (CLAS) in Early Childhood Special Education. Under this 5-year cooperative agreement, the clearinghouse will collect, catalog, and review existing materials as well as disseminate information about these materials and practices. The first year involves designing the database, developing acquisition and evaluation criteria, and training field reviewers.

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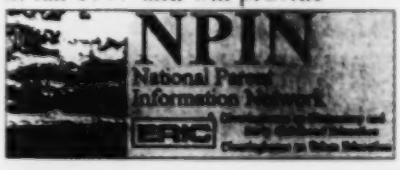
- Created a database of all OSEP-funded projects as part of the ERIC/OSEP Special Project.
- Participated in a diplomatic reception hosted by The Council for Exceptional Children (CEC) for embassy delegates who are involved with education in their native countries. Representatives from Egypt, Israel, Malaysia, The Netherlands, Saudi Arabia, South Africa, Taipei, Turkey, and the U.S. State Department were introduced to the services of CEC, the ERIC Clearinghouse, and the National Clearinghouse for Professions in Special Education.

Educational Management

- Received a Print Media Award from The National Association for Year-Round Education for producing the best publication on year-round education in 1996. The association's board of directors chose *Year-Round Schools*, the Spring 1996 issue of *Research Roundup*, from a list of finalists that included entries from *USA Today*, *Better Homes and Gardens*, and other national media. *Research Roundup* is written by the clearinghouse and published by the National Association of Elementary School Principals for dissemination to its 28,000 members.
- Received an APEX 97 Award for Publication Excellence for the third edition of *School Leadership: Handbook for Excellence*, edited by Stuart C. Smith and Philip K. Piele. APEX awards are sponsored by Communications Concepts, Inc., in Springfield, Virginia, and are based on excellence in graphic design, editorial content, and the ability to achieve overall communications excellence. *School Leadership* examines leadership from four perspectives: the person, the values, the structure, and the skills. The third edition added chapters on ethics, vision, school culture, quality work teams, and shared decision making.
- Enabled Web users to search the clearinghouse's in-process documents file. Listed on the Web site (*http://darkwing.uoregon.edu/~ericcem/cgi-bin/search/search.html*) are all the resumes of documents and articles that have been recently prepared and shipped to the ERIC facility for processing into the ERIC database. The clearinghouse adds new resumes twice monthly and deletes them once they appear in CD-ROMs, which are produced quarterly by NISC, Silver Platter, and other vendors.

Elementary and Early Childhood Education

- Developed plans for the Families, Technology, and Education (FTE) conference, the first conference sponsored by ERIC and the National Parent Information System. The conference will take place in Chicago, Illinois, in fall 1997 and will provide opportunities for parents and those who work with families to reflect on the nature of current and emerging technologies and on the ways they affect family life and the education of children.



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- Expanded technology-related activities, including adding 500 files to the National Parent Information Network *(http://npin.org)*; managing 8 listservs on topics such as middle schools and the project approach; and responding to 4,810 e-mail requests, many of which were routed to the clearinghouse from the AskERIC service.
- Completed three major publications: *Child Development Knowledge and Teachers of Young Children*, by Lilian Katz; *A to Z: The Early Childhood Educator's Guide to the Internet*, by ERIC/EECE staff; and *The Project Approach Catalog*, edited by Judy Helm.

Higher Education

- Developed a World Wide Web site *(http://www.gwu.edu/~eriche/)* that connects to the ERIC database and includes digests of all ASHE-ERIC Higher Education Reports; 20 bibliographies on major issues in higher education; and information about the ASHE-ERIC Higher Education Reports Series, including current calls for proposal, a description of the series, and a catalog. Newer features include a summary and critical analysis of some of the highest quality and most timely literature input into the ERIC database as well as Fact Sheets, which are data and statistical sheets that provide answers to frequently asked questions received at the clearinghouse.
- Developed a series of bibliographies on critical issues that are updated on a quarterly basis. These bibliographies are sent to higher education conferences, are made available as a resource for seminars and workshops, and are loaded on the clearinghouse Web site for general distribution. Topics include affirmative action, Asian students, collaborative learning, community service learning, and controlling college costs.
- Collaborated with ACCESS ERIC on a forthcoming *ERIC Review* (Fall 1997) on planning for college. This resource for parents, students, and high school counselors contains helpful hints for using college guides, how to determine which college is right, a year-by-year planning guide, and a library of resources.

Information & Technology

- Celebrated the fifth anniversary of the award-winning AskERIC service *(askeric@ericir.syr.edu)*, which has responded to nearly 100,000 questions about the practice of education since 1992. AskERIC's question-answering service has implemented a new "digital triage" system based on help-desk software that allows information specialists to quickly sort more mail and to speedily locate and access resources to respond to more than 1,000 questions per week during peak periods.
- Launched a special project called the Gateway to Educational Materials (GEM) to create an operational framework to provide users with "one stop, any stop" access to the thousands of lesson plans, curriculum units, and other educational materials that exist on Web and gopher sites across the Internet *(http://geminfo.org)*. GEM will create a standard way of describing educational materials and will assemble these descriptions into a single union catalog, creating easy access no matter where these materials reside on the Internet.

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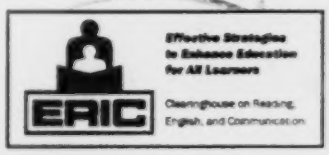
- Began the Virtual Reference Desk project to study ways to improve how students, educators and parents receive answers via the Internet and to identify tools (including software, documents, and other resources) that will improve the way services like AskERIC, the MAD Scientist Network, and the Internet Public Library answer user questions.

Languages and Linguistics

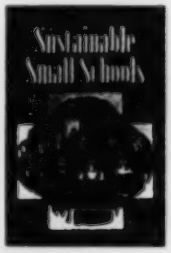
- Collaborated with ACCESS ERIC to publish a parent brochure titled *Why, How, and When Should My Child Learn a Second Language?* High interest in this topic and demand for the brochure led to distribution of 20,000 copies in less than 4 months and plans for a second printing.
- Began gathering resources and writing articles for a forthcoming issue of *The ERIC Review* on foreign language education in the United States.
- Published *Profiles in Two-Way Immersion Education* (Christian, Montone, Lindholm, and Carranza; Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems).

Reading, English, and Communication


ERIC
Effective Strategies to Enhance Education for All Learners
Clearinghouse on Reading, English, and Communication

- Installed three new power Pentium computers to enable user services personnel to work more efficiently, especially in answering questions posed through ERIC's AskERIC online service.
- Expanded and improved the clearinghouse Web offerings (*http://www.indiana.edu/~eric_rec/*), which include research Digests, distance education materials, and a story magazine for children.
- Published *The Online Classroom: Teaching with the Internet*, a practical guide that shows language arts teachers how to connect their students to the Internet and describes numerous sites and activities that they can use.

Rural Education and Small Schools



- Provided leadership to a special ERIC Operations Framework Task Force. Clearinghouse director Craig Howley led the task force of six ERIC directors through the conception, elaboration, review, and final version of a collaborative "think piece" about ERIC's future, entitled *Rising Expectations: A Framework for ERIC's Future in the National Library of Education* (see the inside back cover for recommendations from this report).
- Reorganized and enhanced the clearinghouse Web site (*http://aelvira.ael.org/ericrhp.htm*) with many new features, including a searchable database of "Best of the Clearinghouse" résumés and an HTML version of *Pulling Together*, which is a compendium of rural education resources developed by the 10 Regional Educational Laboratories.
- Produced four major publications: *Children of La Frontera*, *Local Schools of Thought*, the *1997 Native Education Directory*, and *Sustainable Small Schools*.

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Science, Mathematics, and Environmental Education

- Added an AskERIC specialist to the clearinghouse staff and greatly increased participation in the AskERIC service.
- Produced two major publications: *Rethinking Portfolio Assessment: Assessing Intellectual Growth in Science and Mathematics* and *Proceedings of the Eighteenth Annual Meeting, North American Chapter of the International Group for the Psychology of Mathematics Education.*
- Completed 12 ERIC Digests, including *Multicultural Mathematics and Science, Teaching Science in the Field,* and *Starting Early: Environmental Education in the Early Childhood Years.*

Social Studies/Social Science Education

- Continued to work with CIVITAS: An International Civic Education Exchange Program. CIVITAS is coordinated and administered by the Center for Civic Education and is supported in part by the U.S. Department of Education. The CIVITAS program features an educational exchange program between the United States and participating countries of Central and Eastern Europe and Russia in which educators visit the cooperating countries to learn from and help one another improve civic education for democracy. The Adjunct ERIC Clearinghouse for International Civic Education is a CIVITAS program.
- Served the professional community through clearinghouse director Dr. John Patrick's involvement with the National Assessment of Educational Progress (NAEP). Dr. Patrick was a member of the planning committees for the 1994 NAEP United States History Consensus Project and the NAEP Civics Consensus Project. He currently chairs NAEP's Standing Committee on Civics.

Teaching and Teacher Education

- Introduced the clearinghouse Web site *(http://www.ericsp.org)* in February 1996. The site focuses on resources for people interested in becoming teachers; practicing teachers; teacher educators; and those interested in health, physical education, recreation, and dance. Features include Web Picks of the Month, lesson plans, and a section on Teaching with Technology, which will be linked to the 21st Century Teachers Project.
- Developed a set of 11 colorful, laminated bookmarks with Internet addresses, including: "General Education;" "Diversity;" "Professional Development Schools;" "K–12 Teachers;" "Students;" "ERIC System;" "Health Education;" "HIV/AIDS Prevention Education;" and "Physical Education, Sports, and Kinesiology." Electronic versions are on the Web site, where users can directly access the URLs.
- Wrote an article about the ERIC system for *Interactive Teacher* magazine (Vol. 2, No. 1: February 1997), with a sidebar directory of contact information on other ERIC clearinghouses. The article focuses on the value of ERIC to teachers and uses examples from the clearinghouse's products and services.

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Urban Education

- Maintains the largest urban education site on the Internet (*http://eric-web.tc.columbia.edu/*), featuring more than 1,650 items including 53 ERIC Digests, 19 parent guides (including 4 Spanish translations), 6 full-text clearinghouse monographs, and a sub-Web page covering issues related to Historically Black Colleges and Universities.
- Continued an active partnership with the National Clearinghouse for Bilingual Education (NCBE). Prepared two practitioner guides for posting on NCBE's Web site (*http://www.ncbe.gwu.edu/*): "Content ESL Across the USA: A Training Packet" and "Model Strategies in Bilingual Education: Family Literacy and Parent Involvement."

Clinical Schools

- Was involved in developing national standards for Professional Development Schools (PDSs) through the work of the National Council for the Accreditation of Teacher Education PDS Standards Project.
- Produced a new edition of *Resources on Professional Development Schools,* an annotated bibliography and resource guide.

ESL Literacy Education (NCLE)

- Published the eighth book in its series on ESL literacy education: *Literacy and Language Diversity in the United States,* by Terrence G. Wiley of the University of California at Long Beach.
- Is collaborating with the Office of Educational Research and Improvement—which funds the National Center for the Study of Adult Learning and Literacy (NCSALL)—to develop and publish a research agenda in the field of adult ESL education.
- Continues to moderate an e-mail listserv for the National Institute for Literacy (NIFL). NIFL-ESL now has almost 400 subscribers and is a lively forum for information exchange and discussion.

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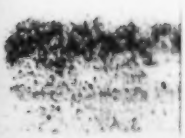
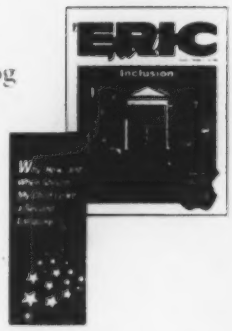


Support Component Highlights

ACCESS ERIC



- Introduced the first phase of an Online ERIC Publications Catalog *(http://www.aspensys.com/eric/catalog/)* on the systemwide ERIC Web site. The catalog enables users to browse, search, and place online orders for print copies of ERIC publications or download information for traditional ordering. Phase 1 of the catalog includes approximately 80 free and low-cost publications produced by ACCESS ERIC and 6 ERIC Clearinghouses. The system automatically sends an e-mail order form to all producing components so orders can be filled.

- Began a special project to maintain a database for the Education Resource Organizations Directory located on the U.S. Department of Education's Web site *(http://www.ed.gov/programs.html#map)*. The directory enables Internet users to search nearly 2,000 national, regional, and state organizations including information centers, comprehensive and technical assistance centers, and many other types of programs, services, and organizations. The ERIC Resource Collections and Education-Related Information Centers are searchable online as part of the Education Resource Organizations Directory; this information is also available in print directories from ACCESS ERIC.

- Works closely with the ERIC Clearinghouses to produce *The ERIC Review*, a free journal on current education issues. Recent issues focused on school-to-work transition, inclusion, and information dissemination. The clearinghouses also provide material for a series of Parent Brochures, which included the following titles in 1996: ***What Should Parents Know About Full-Day Kindergarten?; How to Study for and Take College Tests; Why, How, and When Should My Child Learn a Second Language?; What Can I Teach My Young Child About the Environment?;*** and *How Can I Assess the Development of My Preschooler?* For full text copies, see *(http://www.aspensys.com/eric)*.

ERIC Document Reproduction Service (EDRS)

- Made significant strides this year in making full-text ERIC document delivery a reality. EDRS is now providing ERIC documents on demand in electronic image format (http://edrs.com/). The progression from microfiche delivery to full-service electronic delivery began with making a prototype collection of ERIC document images available free of charge on the EDRS Web site in early 1997, beta testing the online delivery system in mid-summer 1997, and planning for electronic purchase and delivery of documents with properly cleared copyrights for fall 1997.

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- Unveiled unlimited, no-cost access to the online ERIC database as a service to ERIC users. The ERIC database hosted on the EDRS Web site features ERIC Document (ED) citations from ERIC's inception in 1966 to the present, a user-friendly search template to assist inexperienced users in their searches, and advanced techniques for seasoned searchers. The ERIC database on the EDRS Web site also allows users to order documents online from within the search display screens.

- Developed a CD-ROM collection of ERIC documents for the National Library of Education. The CD-ROM collection contains the bibliographic records of approximately 8,600 documents submitted by the National Educational Research and Development Centers from 1966 to 1996 and full-text images of 5,300 R&D Center documents from 1980 to 1996. EDRS scanned the documents from microfiche to digital images, provided the product search engine, and oversaw CD-ROM production. The ERIC Processing and Reference Facility supported the project by researching and identifying R&D Center documents in the ERIC database, providing EDRS with the latest version of the document resumés, and providing assistance for the product prototype.

ERIC Processing and Reference Facility

- Sold the NISC CD-ROM of the ERIC database to 449 customers during the first year of its availability. This is the least expensive CD-ROM of the ERIC database, and sales exceeded the 300 that had been projected.

- Produced a new brochure that describes the facility's role in acquiring documents for ERIC; editing and processing document records for the database; maintaining and updating indexing vocabularies; answering user inquiries; and preparing and selling various products.

- Conducted a survey of all known journal article reprint services to determine the extent to which each covers the journals indexed in the ERIC database. Results showed that the two services covering the most ERIC-indexed journals are UnCover (which provides articles from 55 percent of the ERIC-indexed journals) and UMI (which provides articles from 40 percent of the ERIC-indexed journals). After this survey, ERIC Ready Reference #17A, which lists all journals currently covered by ERIC, was revised and coded to show which journals are covered by UnCover and UMI. The ERIC Ready Reference Web site address is *(http://ericfac.piccard.csc.com/ready.html)*.

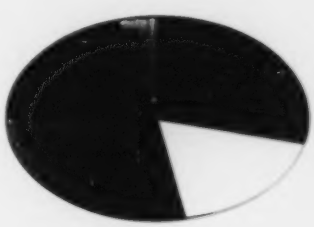
The ERIC Budget

The ERIC system was reauthorized in 1994 as part of the Educational Research, Development, Dissemination, and Improvement Act.

The ERIC budget for Fiscal Year 1997 is $9.2 million. These funds are allocated as follows:

- 80% to the 16 ERIC Clearinghouses
- 17% to the support components (ACCESS ERIC, the ERIC Processing and Reference Facility, and the ERIC Document Reproduction Service)
- 3% for printing ERIC publications by the Government Printing Office, toll-free FTS phone lines, and computer systems

ERIC Clearinghouses use their funds for the following functions:



- Database Development — 29%
  acquiring, selecting, cataloging, abstracting, and indexing documents and articles for the ERIC database
- Clearinghouse Management — 18%
  covering day-to-day operating costs including salaries, supplies, and overhead
- Publications — 16%
  producing ERIC Digests, major publications, bibliographies, newsletters, and journal columns
- User Services — 12%
  responding to e-mail, phone calls, letters, and visitors' requests for information
- System Improvements and Enhancements — 11%
  incorporating into the ERIC system advances in computers, telecommunications, storage and retrieval technology, and information policies and assessing the use and quality of ERIC products and services
- Outreach and Training — 10%
  giving workshops, exhibits, and presentations on ERIC
- Travel and Per Diem — 4%
  traveling to ERIC system meetings for directors and technical staff and outreach and training events

The ERIC budget is only a small part of the network of funding that ultimately makes ERIC accessible to millions of users. This network also includes:

- ERIC components' host organizations, which traditionally contribute in-kind resources amounting to approximately 12 percent of the total ERIC budget.
- Private companies and nonprofits that produce and sell the *ERIC Thesaurus*, *Current Index to Journals in Education*, ERIC documents on microfiche, and the ERIC database on CD-ROM. They provide funding for the Adjunct ERIC Clearinghouses and contribute high-tech equipment to support ERIC system enhancements.
- University and public libraries that purchase the ERIC indexes. They pay for access to the ERIC database on magnetic tape, on CD-ROM, and from online vendors. They also purchase the ERIC microfiche collections and pay for computers, microfiche cabinets, and staff to bring ERIC to their customers.

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ERIC's Future

The ERIC Operations Task Force, responding to a charge from the ERIC system, has considered an operations framework to guide ERIC as a 21st-century information service. The six-member Task Force, composed of ERIC directors, produced an August 1997 report entitled *Rising Expectations: A Framework for ERIC's Future in the National Library of Education*. The report has been approved by the ERIC Executive Committee and will be considered at the fall 1997 meeting of all ERIC directors.

The ERIC Operations Task Force recommends four principles upon which the scope and scale of a new operations framework for ERIC can be based. These principles are:

1) **ERIC's capacity to meet rising expectations must be sustained and increased.** Innovation is essential to increasing this capacity, and ERIC's innovations must become sustainable. This principle requires not only funding support but also a long-term, focused effort to *engineer*—and continuously *re-engineer*—an evolving electronic system that will deliver education information responsively to a wide audience.

2) **ERIC must serve as a *major* load-bearing wall as the National Library of Education is built.** The ERIC system can help the NLE realize its great promise for becoming a prominent national library in the information age.

3) **ERIC must become "a national union catalog" of educational resources—i.e., the main venue for organizing, linking, describing, and making accessible *all* key education resources in *all* formats.** ERIC can easily expand to create a comprehensive information system in education—which we call here a national union catalog—that operates seamlessly with other relevant information systems to enable users to retrieve, locate, and obtain documents, journal articles, and nonprint and electronic materials available in education. This comprehensive ERIC database will serve patrons of the National Library of Education better than a patchwork of additional, separate services.

4) **ERIC must further develop its historic capacity to create useful and authoritative syntheses, analyses, and interpretations of education information.** This ongoing effort will form the basis of a series of value-added, customer-responsive services. For this work, ERIC must not only retain staff members with superlative scholarly and editorial qualifications (which is a challenge under a regimen of declining resources), but also increase the number of such staff in the 16 decentralized clearinghouses in order to produce more authoritative works of synthesis, analysis, and interpretation. This intellectual capacity cannot be long neglected; it is the foundation of the substantive authority of the ERIC system.

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